

TITLE OF SCHEME OF STUDY:	BSc in Architectural Studies
MODE OF STUDY:	Full-time
TYPE:	Single Honours
YEAR:	One

STRUCTURE

ROUTE ONE:	
In the Autumn Term, Candidates shall be required to pursue:	In the Winter Term, Candidates shall be required to pursue:
All modules in Group One and Group Two.	All modules in Group One and Group Three

MODULES

Module Code Number	Pre-requisite Module Code(s)	Pre-Assessment U: University C: College	Module Title	Term in which Module starts	Duration in Terms	Level of Module	Number of Credits
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GROUP ONE							
AR1001		C	Architectural Design 1	A	3	1	80

GROUP TWO							
AR1003		C	World Architecture	A	1	1	10
AR1004		C	Architecture Since 1940	A	1	1	10

GROUP THREE							
AR1002		C	Architectural Technology 1	W	1	1	10
AR1005		C	Architecture from Pre History to the Industrial Revolution	W	1	1	10

FOOTNOTES:

Assessment: C = Contributes to final degree award DNC = Does NOT Contribute to final degree
Award Term(s) = A = Autumn W = Winter S= Spring AS = Autumn and Spring A/S = Autumn or Spring
O = Other

*Some modules have special requirements (pre-requisites, co-requisites or pre-cursors).

Full details of any such requisites can be obtained by reference to your departmental module description.

Module Title:	ARCHITECTURAL DESIGN 1	Autumn, Winter & Spring Terms
Module Code:	AR1001	Level: 1
No. of Credits:	80	Size of Module: double
Method of Assessment:	100% Project Work NO marking by numbers	

Module Title:	Architectural Technology 1	Winter Term
Module Code:	AR1002	Level: 1
No. of Credits:	10	Size of Module: single
Method of Assessment:	50% Coursework 50% Class Test Marking by numbers in class test only	

Module Title:	Architecture from Pre History to the Industrial Revolution	Winter Term
Module Code:	AR1005	Level: 1
No. of Credits:	10	Size of Module: Single
Method of Assessment:	80% Coursework 20% Class Test Marking by numbers in class test only	

Module Title:	World Architecture	Autumn Term
Module Code:	AR1003	Level: 1
No. of Credits:	10	Size of Module: Single
Method of Asses	100% Coursework NO marking by numbers	

Module Code: AR1004

Level: 1

No. of Credits: 10

Size of Module: single

Method of Assessment:

100% class test
Marking by numbers

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

To introduce students to the essential knowledge and understanding of architecture and to provide a foundation in design and study skills.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to:

For the student to have acquired an understanding of, and be able to demonstrate skills in, the following aspects of architectural design:

Appropriate response to social and cultural issues, including ecological issues.

Generation and adaptation of architectural ideas and a basic understanding of how these inform and order architectural design.

- accessing, evaluating and using design and technical information
- basic design and three dimensional thinking
- designing simple buildings on open and constrained sites
 - integrating appropriate spatial ordering, with environmental, structural and constructional principles and knowledge of materials at a simple level.

Use of appropriate representation in conceiving, developing and communicating architectural design. These are to include hand drawing, modelling CAD and digital media

- utilising an appropriate vocabulary of architectural precedent and ideas

Knowledge and Understanding:

See above

Intellectual Skills:

See above

Discipline Specific (including practical) Skills:

See above

Transferable Skills:

See above

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

The teaching method is 'learning-by-doing'. Design, following specific project briefs, is taught through iterative individual and group tutorials with key stage reviews. The activity of design involves the development of skills and understanding through an integration of the learning outcomes.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

Formative Assessment takes place through individual tutorial, group tutorial and crits. All of these are primarily extended conversations in which the quality and direction of a student's work and ideas are discussed at length and in depth.

Summative assessment. This is primarily provided through the medium of "final Crits". At these the student's work will be discussed at length and a written record of comments and assessment made for the information of the student.

Successful design project work, well presented, will demonstrate clearly integrated resolution of the learning outcomes.

Normally, to pass Architectural Design 1, students must pass the major design project of the spring semester, the Board of Examiners will consider exceptional circumstances

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: 0 %

Semester in which Written Examination is to be Scheduled :

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment:

100 %

May include:

Project Work:	100
Dissertation:	
Laboratory Work:	
Field Work:	
Class Test:	
Coursework:	

SYLLABUS CONTENT:

Individual and shared learning.

Observation, analytical, deductive, interpretative and appraisal skills.

Experiencing buildings and places.

Architectural drawing projections.

Visual and oral communication skills and techniques

Computer aided design.

The design process.

Architectural form, precedent and ideas.

Concept development and three-dimensional design.

Social and ecological design criteria.

Designing from a brief for specific user needs. Understanding the role of the brief and basic brief development.

Responding to site context.

Functional and spatial ordering, structure construction and materials, climate control and environmental design.

INDICATIVE READING LIST: *

Reading List

INSPIRATION

Ando, Tadao. "Light" Berlin: Jarbuch Fur Licht un Architektur, 1993. (pp. 470-471).

Bachelard, Gaston, The poetics of space. Boston: Beacon Press, 1969.

Bloomer, Kent C and Charles Moore. Body, memory and architecture. New Haven; London: Yale University Press, 1977.

Global architecture Village and Town Series, 10 volumes, A.D.A. Edita, Tokyo.

Habrakan, N. John. Transformations of the Site. Atwater Press, Cambridge, 1982.

Hesse, Hermann, "Letter to A Young Poet", My Belief, Essays on Life and Art. London: Triad Paldin Grafton Books, 1974.

Kahn, Louis I. Louis I. Kahn: writings, lectures, interviews. New York: Rizzoli, 1991.

Le Corbusier. Towards a new architecture (translated from the French by Frederick Etchells) London : Architectural Press, 1946

Lobell, John. Between silence and light : spirit in the architecture of Louis I. Kahn. Boulder, [Colo.] : Shambhala, 1979.

Lyndon, Donlyn and Charles W. Moore. Chambers for a memory palace. Cambridge, Mass: MIT Press, 1994

Moore, Charles Willard, and Gerald Allen, Donlyn Lyndon. The Place of houses: three architects suggest ways to build and inhabit houses. New York: Henry Holt, 1979.

Norberg-Schulz, Christian. Genius loci: towards a phenomenology of architecture. London: Academy Editions, 1980.

Nuttgens, Patrick .The Landscape of Ideas. Faber and Faber Ltd., 1972. (pp. 42-60).

Palladio, Andrea. The Four Books of Architecture, Dover Publications, 1965.

Scott, Geoffrey. The Architecture of Humanism. Constable and Company LTD., London. 2nd Edition, 1924.

Seltzer, Richard. "How to Build a Slaughterhouse", Taking the World in for Repairs, Penguin Books, 1986. (see pp. 115-131).

Vitruvius, The Ten Books of Architecture. New York: Dover Publications, 1960.

Weston, Richard. Materials, Form and Architecture. London: Laurence King. 2003.

ARCHITECTURAL DRAWING

Ching, Francis. *Architectural Graphics*, London, Van Nostrand Reinhold, 1996.
Murray, Peter & Michele Ogundehin. *Understanding Plans*, London, Wordsearch, 1997
Porter, Tom & Sue Goodman. *Manual of Graphic Techniques*, Vols. 1-3, London, Astragal, 1982.
Crowe, Norman & Hurtt, Steven W. "Visual Notes and the Acquisition of Architectural Knowledge". *Journal of Architectural Education* Spring 1986 (#39/3); "A Guide to Note Taking".

ANALYSING ARCHITECTURE and Thinking

Arnheim, Rudolf. *Visual thinking*. ("What Abstraction Is, What Abstraction Is Not") Berkeley : University of California Press, 1997.
Clark, Roger H. & Michael Pause. *Analysis of Precedent*, North Carolina State University, 1979.
Hejduk, John. "The Flatness of Depth" in *Judith Turner Photographs Five Architects*. London: Academy Editions: 1980.
Hertzberger, Herman. *Lessons for Students in Architecture*, Amsterdam, Uitgeverij, 1991.
Hertzberger, Herman. *Space and Architecture*, Rotterdam, 010 Publishers, 2000.
Rowe, Colin. *The mathematics of the ideal villa and other essays*. Cambridge, Mass.; London: MIT Press, 1976.
Tufte, Edward R. *Envisioning information*. Cheshire, Conn.: Graphics Press, 1990
Unwin, Simon. *Analysing Architecture*, London, Routledge, 1997
Unwin, Simon. *An Architecture Notebook: Wall*, London, Routledge, 2000
von Meiss, Pierre. *Elements of Architecture: from form to place*, London, Van Nostrand Reinhold, 1990.
Wittkower, Rudolf. *Architectural Principles in the Age of Humanism*. W.W. Norton and Co., 1971.

EXPERIENCING ARCHITECTURE

Ando, Tadao. "Light, Shadow, and Form: The Koshino House", in *Via*, 1990.
Pallasmaa, Juhani. *The Eyes of the Skin*, London, Academy, 1996.
Perec, Georges. *Species of Space, and other essays*, London, Penguin, 1997.
Rasmussen, Steen Eiler. *Experiencing Architecture*. Cambridge, MA: MIT Press, 1964.
Tanizaki, Jun'ichirō. *In praise of shadows*. London: Vintage, 2001, c1977.

MODELLING

Knoll, Wolfgang & Martin Hechinger. *Architectural Models*, London, Batsford, 1990.

FOR ARCHITECTURAL COMPUTING

Pettigrew, M. and D. Elliot. *Student IT Skills*, Aldershot, Gower, 1997.

FOR CREATIVE ART, DRAWING

Edwards, Betty. *Drawing on the right side of the brain*, London, Fontana, 1988.
Nicolaides, Kimon. *The Natural Way to Draw*, Andre Deutsch, 1988.

FOR BUILDING TECHNOLOGY

essential:

- * Baden-Powell. *Architect's Pocket Book*. Architectural Press, Oxford 2001.
- * Rich, P. *Principles of Element Design*. Architectural Press, Oxford, 1999 .

Allen, E. *How buildings work*. Oxford university Press, Oxford 1995.
Borer, P. *Out of the woods*. Walter Segal Trust, London, 1997.
Lynne, E. & Cassandra, A. Ed *Alternative Construction: contemporary natural building methods*, Wiley, London 2000

Harris, C., Borer, P. *The whole house book*, Centre for alternative Technology, 1998
Bristol, J T. *Design Build*, 1993.
Burberry, Peter. *Environment and Services*.
Lam, William. *Perception and Lighting as Formgivers for Architecture*.
Smith, Peter & Adrian Pitts. *Concepts in practice: energy; buildings for the third millennium*. London, Batsford, 1997.
Green Architecture@ Design for a sustainable future, Thames Hudson, London 1991

REFERENCE

Weston, Richard. *Plans Sections and Elevations; Key Buildings of the Twentieth Century*. London: Laurence King 2004.

either: *New Metric Handbook*, Architectural Press 1999
or: *Architect's Data*, Blackwell Science Publishers, Malden MA 2000

WRITING REFERENCE

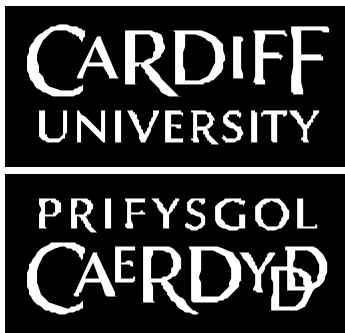
The texts below should be a part of your library as they will be invaluable through your training and in practice.

Price G. et. al. (eds.), *MHRA Style Guide: A Handbook for Authors, Editors and Writers of Theses* (London : Modern Humanities Research Association, 2002).

Trask R.L., *Penguin Guide to Punctuation* (London: Penguin, 1997)

CATALOGUE ENTRY:

This module is studio based. It introduces students to basic design skills, procedures and communication. Design projects for simple buildings will develop an understanding of the relationship between cultural, social, technical and environmental and issues in architecture. Assessment: project examination.



MODULE DESCRIPTION

Module Code:	AR1002		
Module Title:	ARCHITECTURAL TECHNOLOGY 1		
Department Responsible:	ARCHI		
Module Tutor:	Cristian Suau		
Number of Credits:	10	Level:	1
Semester*:	Spring	Number of Semesters:	1

<u>Prerequisite Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Precursor Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Co-Requisite Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Other Prerequisites:</u>	None
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<u>Schemes of Study For Which This Module Is <i>Compulsory</i>:</u>			<u>Schemes of Study For Which This Module Is <i>Optional</i>:</u>		
<u>Title of Scheme:</u>	<u>JACS Code:</u>	<u>Years:</u>	<u>Title of Scheme:</u>	<u>JACS Code:</u>	<u>Years:</u>
BSc Architectural Studies		1			
Module to be offered on a Free-Standing basis?			No		
Please identify any additional restrictions to Free-Standing status:					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

To introduce students to the principles and applications of building technology at a domestic scale
To explain the connection between creativity and technique in architectural design
To introduce students to the concept of design for technical performance.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to:

Knowledge and Understanding:

- explain the fundamentals of structural design
- demonstrate a knowledge of domestic construction details and the principles underpinning them
- recount the requirements for occupant comfort, health and safety in and around buildings
- investigate aspects of the relationship between domestic scale construction and building performance
- demonstrate how to locate and construct buildings in response to site constraints
- demonstrate the principles of climatic modification by the building fabric
- demonstrate how building services might be accommodated within domestic scale designs
- explain the principles of energy conservation

Intellectual Skills:

- formulate an appropriate basic technical response to a domestic scale design brief

Discipline Specific (including practical) Skills:

- apply this knowledge and understanding in their own designs.

Transferable Skills:

- basic computational competence
- ability to verbally present an argument in support of their designs
- ability to use library and other information sources to ascertain required information

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

The module material will be delivered and reinforced through a series of techniques, including formal lectures, design tutorials, introductions to computer-based analysis packages, technical requisites, and design performance assessment sessions.

Each of the delivery methods is tailored specifically for each part of the course to maximise student learning within the resources available.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

One of the primary aims of the module is to enable the students to apply the knowledge, skills and understanding gained in their Architectural designs. Therefore the overall ability of the students to synthesise the course into usable design information is tested and demonstrated in their concurrent Architectural Design 1 module.

This demonstration forms the Architectural Technology 1 module in-course assessment element, and is undertaken in such a manner that it integrates with the concurrent Architectural Design 1 module, such that both modules benefit from the synergies to be had.

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: %

Semester in which Written Examination is to be Scheduled :

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment: 100 %

Project Work:

Dissertation:

Laboratory Work:

Field Work:

Class Test: 50%

Coursework: 50%
(e.g. one or more essay)

SYLLABUS CONTENT:

To be confirmed

INDICATIVE READING LIST:

To be confirmed

CATALOGUE ENTRY:

MODULE DESCRIPTION

Module Code:	AR1003		
Module Title:	World Architecture		
Department Responsible:	ARCHI		
Module Tutor:	Sypros Stravoravdis		
Number of Credits:	10	Level:	1
Semester*:	Autumn	Number of Semesters:	1

<u>Prerequisite Modules:</u>	<u>Code:</u>	<u>Title:</u>

<u>Precursor Modules:</u>	<u>Code:</u>	<u>Title:</u>

<u>Co-Requisite Modules:</u>	<u>Code:</u>	<u>Title:</u>

<u>Other Prerequisites:</u>

<u>Schemes of Study For Which This Module Is Compulsory:</u>			<u>Schemes of Study For Which This Module Is Optional:</u>		
<u>Title of Scheme:</u>	<u>JACS Code:</u>	<u>Years:</u>	<u>Title of Scheme:</u>	<u>JACS Code:</u>	<u>Years:</u>
BSc in Architectural Studies		1			
<u>Module to be offered on a Free-Standing basis?</u>			No		
<u>Please identify any additional restrictions to Free-Standing status:</u>					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

- To introduce students to a representative range of vernacular buildings world-wide.
- To develop an understanding of how buildings modify climate.
- To develop an awareness of the constructional potential of traditional building materials.
- To introduce ideas of culture and settlement.
- To explore techniques for drawing and modelling the physical form and performance of simple buildings.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should:

Knowledge and Understanding:

- Have acquired an awareness of the diversity of vernacular building and settlement forms.
- Have acquired an awareness of the inter-dependence of building form and culture.
- Have acquired an understanding of the constructional potential of a range of traditional building materials.
- Have acquired an understanding of appropriate architectural responses to different climates.
- Have acquired an understanding of cultural, social and political implications of world architecture.

Intellectual Skills:

- Demonstrate an ability to evaluate, comprehend and re-present published texts and drawings.

Discipline Specific (including practical) Skills:

- Be able to prepare scale drawings of a small building.
- Be able to select suitable materials and model a small building.
- Be able to evaluate the environmental performance of a small building using physical and computer models.

Transferable Skills:

- Be able to organise and present written, verbal and visual material.

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

Teaching and learning will take place through lectures, tutorials and group-based project work. The lectures will present an overview of the material to be covered in the module, introducing students to key topics, such as: inhabitation and dwelling; building materials and related constructional forms; buildings and climate; house forms and settlement patterns; inter-relationship of building/settlement forms and culture.

The students will work in small groups to undertake a set project. This project will involve traditional drawing techniques, computer and physical models, a written report, and a PowerPoint presentation, and will be supported by group tutorials. For example, a project might be to study, model and present to the rest of the participants a traditional house and settlement.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

The assessment process will be through course work.

The assessment will comprise of:

1. A case study project submission.

The project work will implicitly test these areas as well as explicitly test their discipline-specific and transferable skills. In addition, the tutorials and project submission will also enable the student to reinforce their learning through approval or correction of elements of their submissions. This will include written, graphic and modelled work.

The weighting for this assessment will be 100.

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: %

Semester in which Written Examination is to be Scheduled :

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment: 100 %

May include:

Project Work:

Dissertation:

Laboratory Work:

Field Work:

Class Test:

Coursework: 100% (group and individual work)
(e.g. one or more essay)

SYLLABUS CONTENT:

Concepts of dwelling, inhabitation and settlement, and their relationship to broader cultural practices.
Pre-industrial building materials: availability, limitations and uses.
Structural and constructional forms.
World climates and their influence on building and settlement forms.
Settlements and landscapes.
(Workshops about the necessary drawing and computer and physical modelling skills will be provided as part of the studio design project work undertaken concurrently)

INDICATIVE READING LIST:

Allen, Edward. *How Buildings Work*. (Oxford: Oxford University Press, 1995).
Bourdier, Jean-Paul & Nezar AlSayyad. *Dwellings, settlements, and tradition : cross-cultural perspectives* (Lanham, Md. : University Press of America ; Berkeley, CA : International Association for the Study of Traditional Environments, c1989).
Bourdier, Jean-Paul & Trinh t. Minh-Ha. *Drawn from African Dwellings*. Bloomington: Indiana Univerisity Press, 1996).
Carver, Norman F. *Japanese folkhouses*. (Kalamazoo, Mich.: Documan, 1984).
Carver, Norman F. *Italian hilltowns*. (Kalamazoo : Documan, 1979).
Carver, Norman F. *Silent cities : Mexico and the Maya*. (Tokyo : Shokokusha, 1966).
Guidoni, Enrico. *Primitive architecture*.(London : Faber, 1987, c1975).
* Oliver, Paul (ed.). *Encyclopedia of vernacular architecture of the world*. (Cambridge :Cambridge University Press, 1997).
Oliver, Paul. *Dwellings. The Vernacular House World Wide* (London: Phaidon Press, 2003).
Rapoport, Amos. *House, Form and Culture* (New York: Prentice Hall, 1969).
Rudofsky, Bernard. *Architecture without architects : a short introduction to non-pedigreed architecture* (New York : Doubleday, 1964).
Rudofsky, Bernard. *The prodigious builders : notes toward a natural history of architecture with special regard to those species that are traditionally neglected or downright ignored*. (London : Secker and Warburg, 1977).
Weston, Richard. *Materials, Form and Architecture* (London: Laurence King, 2003).

Additional texts as required by case study topics.

CATALOGUE ENTRY:

This module provides an introduction to vernacular building traditions around the world, and to techniques for the modelling and analysis of buildings. Particular attention is paid to the construction use of traditional buildings materials, and to the response to climate as well as the social, cultural and political implications of world architecture.

MODULE DESCRIPTION

Module Code:	AR1005		
Module Title:	Architecture From Pre-History to the Industrial Revolution		
Department Responsible:	ARCHI		
Module Tutor:	Kath Wilkinson		
Number of Credits:	10	Level:	1
Semester*:	Spring	Number of Semesters:	1

<u>Prerequisite Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Precursor Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Co-Requisite Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Other Prerequisites:</u>	None
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<u>Schemes of Study For Which This Module Is <i>Compulsory</i>:</u>			<u>Schemes of Study For Which This Module Is <i>Optional</i>:</u>		
<u>Title of Scheme:</u>	<u>JACS Code:</u>	<u>Years:</u>	<u>Title of Scheme:</u>	<u>JACS Code:</u>	<u>Years:</u>
BSc in Architectural Studies		1			
<u>Module to be offered on a Free-Standing basis?</u>			Yes		
<u>Please identify any additional restrictions to Free-Standing status:</u>					

* Delete as appropriate

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

The module aims to:

- provide an introductory overview of the major architectural traditions of the world, from early civilisations to the beginning of the nineteenth century
- introduce students to the study and interpretation of historic buildings and their settings
- encourage consideration of the relationship between architecture and its environmental, technological and cultural context
- develop the ability to identify, research and record information on particular issues from a range of sources
- develop the ability to define a topic and write a well-structured, appropriately referenced academic essay

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to:

Knowledge and Understanding

- Recognise representative examples of the major architectural types and styles of Europe from the earliest civilisations to the beginning of the nineteenth century
- Appreciate the range formal, spatial and structural systems encountered in buildings created in the past
- Understand the role of architecture in cultural history

Intellectual Skills

- Assemble information from a range of sources including lectures, text, images and observation
- Read critically a range of literature on a topic
- Focus on particular topics within a larger volume of information and select relevant material
- Write a well-structured and appropriately-referenced academic essay

Discipline Specific (including practical) Skills

- Explain, analyse and interpret historic buildings through drawing

Transferable Skills

- Research and record information
- Demonstrate essay-writing skills and techniques

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

- The module will be taught over ten half-day sessions, consisting of two lecture divided by a halfhour break with opportunity for questions and discussion as appropriate for the coverage of such a wide range of material. The images shown in lectures are also available on CD from the library for further private study.
- The brief for the coursework essay will be framed in such a way as to encourage individual learning
- The annual study visit will be used to encourage first hand observation of historic buildings

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

- An academic essay of 2000 words with appropriate bibliography to demonstrate the ability a) to engage with key issues in the history of architecture and to effectively research and appropriately present a well-reasoned account in essay format, b) to communicate an understanding of buildings through analytical sketches, and to integrate illustrations with text.
- Class Test

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: %

Semester in which Written Examination is to be Scheduled :

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment: 100 %

May include:

Project Work:

Dissertation:

Laboratory Work:

Field Work:

Class Test: 20%

Coursework: 80%
(e.g. one or more essay)

SYLLABUS CONTENT:

The following topics will be covered:

1. Ancient Civilisations: Mesopotamia, Egypt, Minoan and Mycenaean
2. Classical Greece
3. Roman
4. Early Christian and Byzantine to Russian Orthodox
5. Romanesque
6. English and French Gothic
7. Indian
8. Islamic
9. Chinese
10. Italian Renaissance, Palladio, Mannerism and Baroque in Italy
11. England and France, 16th-18th centuries

INDICATIVE READING LIST:

Banister Fletcher, *A History of Architecture* (20th edition), London: Butterworth, 1996.

Spiro Kostof, *A History of Architecture: Settings and Rituals* (2nd edition), Oxford: Oxford University Press, 1985.

David Watkin, *A History of Western Architecture* (3rd edition), London: Laurence King, 1986.

Ian Sutton, *Western Architecture: A Survey from Ancient Greece to the Present*, London: Thames and Hudson Ltd., 1999.

John Summerson, *The Classical Language of Architecture*, London: Thames and Hudson, 1963, reprinted 1996.

(Other titles will be recommended in connection with individual lectures)

CATALOGUE ENTRY:

This module provides an introductory overview of the major episodes in world architecture, highlighting principle examples and relating them to the geographical, technological and cultural context.

MODULE DESCRIPTION

Module Code:	AR1004 (For ARCHI students) AR1104 (for CPLAN students)		
Module Title:	Architecture since 1940		
Department Responsible:	ARCHI		
Module Tutor:	Professor Richard Weston		
Number of Credits:	10	Level:	1
Semester*:	Autumn	Number of Semesters:	1

<u>Prerequisite Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Precursor Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Co-Requisite Modules:</u>	<u>Code:</u>	<u>Title:</u>
None		

<u>Other Prerequisites:</u>	None
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<u>Schemes of Study For Which This Module Is <i>Compulsory</i>:</u>			<u>Schemes of Study For Which This Module Is <i>Optional</i>:</u>		
<u>Title of Scheme:</u>	<u>JACS Code:</u>	<u>Years:</u>	<u>Title of Scheme:</u>	<u>JACS Code:</u>	<u>Years:</u>
BSc Architectural Studies		1			
Module to be offered on a Free-Standing basis?			No		
<u>Please identify any additional restrictions to Free-Standing status:</u>					

* Delete as appropriate

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

The module aims to:

- Excite students about the study of architecture.
- Introduce key concepts in the study of architecture as a discipline and as a form of cultural expression.
- Provide a broad introduction to the major figures, movements, ideas and changes in architecture since 1940, and to situate these in a broader cultural context.
- Establish a standard for the writing and presentation of reports and papers expected in the School.
- Acquaint students with the conventions for acknowledging and referencing sources of information.
- Introduce the School's library and other information resources.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to:

- Demonstrate an awareness of the work of leading architects since 1940, and of the social and cultural context in which it was produced.
- Be familiar with seminal buildings completed during the second half of the twentieth century.

Knowledge and Understanding:

- Understand central concepts of architecture such as 'space', 'form' and 'structure'.
- Demonstrate knowledge of the work and ideas of leading architects, and of major movements, since 1940.
- Be aware of how architecture develops out of, or in reaction to, work by previous generations of architects and within a broader cultural context.

Intellectual Skills:

- Read critically a range of literature on a topic.
- Articulate a point of view about a body of work.

Discipline Specific (including practical) Skills:

- The ability to describe and 'read' works of architecture using words, photographs, and drawings.

Transferable Skills:

- Written communication through essay writing under examination conditions.

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

The module will be taught over approx eleven half-day sessions. Typically, these will consist of two lectures, divided by a coffee break. This 'traditional' format is most appropriate to cover the wide range of material to be presented.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

The module will be assessed as follows:

- Two-hour class test: the purpose of the test is to assess knowledge and understanding of the material presented in the lectures.
- 15-minute class test: this will consist of slides of buildings or projects to test familiarity with work and architects discussed in lectures that are essential to a working knowledge of recent architecture.

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: 0 %

Semester in which Written Examination is to be Scheduled :

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment: 100 %

May include:

Project Work:

Dissertation:

Laboratory Work:

Field Work:

Class Test: 60%

Coursework: 40%

(e.g. one or more essay)

SYLLABUS CONTENT:

- Brief introduction to architectural history, to the Modern Movement in architecture, and to the concepts used in the description and discussion of architecture.
- Mature/late work of major Modern architects, including Le Corbusier, Frank Lloyd Wright, Mies van der Rohe, Alvar Aalto and Jørn Utzon.
- Key ideas and movements in post-war architecture.
- The post-modern critique of Modernism.
- Major changes in the construction industry.
- Overview of current practice, from the work of 'signature' architects to everyday buildings.

INDICATIVE READING LIST:

Weston, R. *Plans, Sections and Elevations. Key Buildings of the 20th Century* (London: Laurence King, 2004)

Curtis, W. *Modern Architecture since 1900* (Oxford: Phaidon Press, 1987)

Frampton, K. *Modern Architecture. A Critical History* (London: Thames and Hudson, 1980)

Weston, R. *Modernism* (London: Phaidon Press, 1996)

Jencks, C. *The Language of Post-Modern Architecture* (London: Academy, 6th ed., 1991)

Weston, R. *Materials, Form and Architecture* (London: Laurence King, 2004)

Weston, R. *Alvar Aalto* (London: Phaidon Press, 1995)

Menin, S. and Samuel, F. *Nature and Space: Aalto and Le Corbusier* (London: Routledge, 2002)

Curtis, W. *Le Corbusier: ideas and forms* (Oxford: Phaidon Press, 1986)

Lambert, P., ed. *Mies in America* (Montréal: Canadian Centre for Architecture, 2001)

Weston, R. *Utzon. Inspiration, Vision, Architecture* (Hellerup: Edition Bløndal, 2002)

Levine, N. *The Architecture of Frank Lloyd Wright* (Princeton: Princeton University Press, 1996)

CATALOGUE ENTRY: